

## Guide #2: Planning the Partnership and Program



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### What's the first step to apply for an ICE grant?

To find out details about when the next Inclusive Concurrent Enrollment Request for Proposals (RFPs) will be posted contact [Glenn Gabbard](#), Coordinator of the Inclusive Concurrent Enrollment program at the Massachusetts [Executive Office of Education](#) (EOE). RFPs for continuation grants are posted on websites for the Executive Office of Education and at the [Department of Elementary and Secondary Education](#) in the late spring or early summer. RFPs for planning grants are usually posted by mid-summer.

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### What's the difference between the planning grants and the implementation/continuation grants?

The [planning grants](#) are for college and school partners who want to establish new ICE partnerships at a college that has not yet established an ICE initiative. The funding for these grants supports the time and activities that are necessary to plan for inclusive postsecondary education opportunities.

[Implementation grants](#) are available to partnerships that have previously received planning funds and are ready to support students at college.

**Continuation grants** are awarded to campuses after the initial implementation grant has been completed.

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### Who takes the lead on an ICE partnership?

The college takes the lead in ICE partnerships. College partners are responsible for leading the grant development process, and if awarded funds, the college will be responsible for receiving and distributing the funds as proposed.

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## **How do I prepare for the ICE RFPs?**

Even before the ICE RFPs are announced, you can begin conversations with key stakeholders at your college about this opportunity. If you are the point person at your college for starting an ICE partnership, you'll be the one to submit the RFP. A helpful resource is the Think College brief called [Establishing Inclusive Postsecondary Education Opportunities: Tips for Effective Communication](#). You can also reach out to the special education director at local school districts to invite them to plan for an ICE partnership. In any case, it may be useful to contact the Coordinator of the Program, Glenn Gabbard, for ideas on how to begin the planning process. If useful, the coordinator may be available to facilitate initial conversations or planning sessions.

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## **In pre-planning meetings, what should college and school partnerships discuss?**

At your meeting, you should:

- (1) Review the [Think College standards](#) and [the state and national DVDs](#) located on the Think College website. [Rethinking College](#) is a short film which features programs across the country that are serving students with intellectual disabilities; many students from Massachusetts' inclusive concurrent enrollment programs are featured.
- (2) Determine who else should be aware of the potential collaboration.
- (3) Brainstorm all possible resources at the college and school district that can support students with intellectual disabilities. These might include other college access initiatives, or agreements between schools and employment specialist vendors.
- (4) Make a list of all the roles that will be needed to make the ICE initiative a success. Start a list of people who may be willing to fill the roles as college liaison and high school liaisons, two key roles in ICE partnerships.
- (5) Brainstorm all transportation options. Students involved in ICE activities learn to use public transportation options. Take some time
- (6) to consider all the potential options available to students to travel to college.
- (7) Consider outreach and training needs for transition coordinators, faculty, and other college personnel.

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## What are the reviewers looking for in an application?

Use the [quality indicators for ICE partnerships](#) as your guide. These are used to score proposals for ICE partnerships, and include indicators for:

- Administering the partnership;
- Developing policies and practices;
- Coordinating student activities;
- Monitoring student outcomes.

